

Standard 1: Reading

FIRST GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabets to construct meaning from text.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships) 2. ▲ identifies names of both upper and lower case letters of the alphabet. 3. identifies and distinguishes between letters, words, and sentences. 4. ▲ identifies and manipulates <i>phonemes</i> in spoken words (e.g., <i>phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, ▲substitution</i>). (<i>Phonemic Awareness</i>) 	<p>The teacher...</p> <ol style="list-style-type: none"> (a) links sound symbols to students' names <ul style="list-style-type: none"> • ABC Charts • Individual ABC Books 2. (a) provides students with letter tiles. The teacher begins with auditory practice in demonstrating which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. The teacher then shows the students the connections between the letter tiles or letter cards with written word on the board or overhead. 3. (a) uses a flip chart or big book with words, letters, and sentences and has students identify each. <p>(b) models <i>one-to-one match</i>.</p> <p>(c) demonstrates a word sort activity. The teacher creates a sheet of pictures or words for the students to cut and sort. The teacher makes larger copies of the needed pictures or words to work with in front of the class of students. The teacher has the students match the beginning and ending sounds to the pictures or words he/she is revealing to letters from alphabet tiles.</p> 4. (a) provides students with letter tiles. The teacher begins with auditory practice in determining which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. After the demonstration, the students manipulate their tiles to sound out and spell words.

- (b) provides students with letter tiles or letter cards, then...
- demonstrates segmenting words into sounds (e.g., What letters/sounds do you hear in the word "pet") at the beginning and at the end?
 - demonstrates sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: /p/, /a/, /t/?)
 - demonstrates detecting and manipulating sounds within words (e.g., Is there a /k/ in the word bike?)
 - demonstrates sequences of sounds in words (e.g., How many sounds do you hear in the word "fish?" - /f/, /i/, /sh/)
 - demonstrates isolated beginning, middle, and ending sounds (e.g., "What are the first sound, medial, and ending sounds in "dog"?)
 - demonstrates using known words to make analogy for new words
- (These are on-going processes throughout the school year.)

(c) has students monitor their reading and self-correct when an incorrectly identified word does not fit with cues provided by either the letters in the word (visual) or the context surrounding the word (meaning and structure) by asking "Does it look right, sound right, and make sense?".

(d) provides initial practice in controlled connected text in which students can apply their newly learned skills successfully.

(e) models an activity using sound boards for beginning/ending consonants and blends. The teacher makes a sheet of pictures for the students containing the studied sounds and the letter to either the initial sound, blends, or ending sound. As the teacher holds up a letter or blend card representing a particular sound, the students find their corresponding picture card with matches the sound. For example, the students' picture card may be a clip art of a flag. The teacher holds up a blend card with the letters f-l. The students should hold up the card with the clip art of the ship. This is a non-threatening activity as students can self-check their responses.

(g) produces rhyming words and has students distinguish rhyming words from non-rhyming words.

5. ▲ identifies *onsets* and *rimes* in spoken words (e.g., *alliteration*, *intonation*, *rhyme*). (*Phonological Awareness*).

(h) prepares a sound box for students. Using a three-pocket folder, the teacher selects words which contain three letters (e.g., sun) and makes cards to fit into the pockets which contain the letters to the studied word (making sure the letters are shown when the card is inserted into the pocket). The teacher labels the first pocket with the word beginning, the second pocket with the word middle, and the third pocket with the word end. The teacher holds up the card with the letter "s" and randomly selects a student to put letter card in the correct pocket to indicate the letter is the sound of the beginning, middle, or end. The teacher may also put the letter cards into the pockets backwards (not showing the letter). The teacher stresses the sound of the word and the students take turns turning the card (beginning, middle, or end) which he/she thinks is the correct sounds.

(i) demonstrates *phoneme* manipulation, for example, students are shown a picture of a bee and are asked to take off the /b/ and add a /s/ to the word to create a new word using magnetic letters, letter tiles, or white boards with markers.
(This is an year long activity.)

5. (a) reads nursery rhymes and riddles to students in order for them to hear the sounds.

(b) and students make class rhyming books and individual rhyming books for familiar reading.

(c) selects several grade-appropriate words which rhyme. The teacher has the students listen to a song which contains rhyming words. Using the teacher selected rhyming words, the teacher and students create their own rhyming word song.

(d) reads a picture book to students which contains several grade-appropriate rhyming words. Before reading the story, the teacher makes a word card using the rhyming words from the story and also some other words which do not rhyme. The students cut the cards then can either play memory or can play go fish with the cards.

	<p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

<p>4. uses knowledge of sentence structure to read fluently at <i>instructional or independent reading levels</i>.</p> <p>5. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation) to read fluently.</p>	<p>(d) allows students ample time to listen to recorded books.</p> <p>(e) models echo reading. The teacher reads a picture book story to the students. The second time the teacher reads the story, the teacher reads couple of sentences and has the students echo the teachers' modeling by reading the same sentences using the same intonation and phrasing as the teacher.</p> <p>(f) uses <i>Paired Reading</i> or cross-age reading opportunities to provide practice in oral reading. This can be a reading pair between a student with an adult or a student with another student. One person in the pair must be able to model good reading fluency.</p> <p>(g) allows time for Sustained Silent Reading (SSR).</p> <p>4. (a) provides opportunity for <i>choral reading</i> or <i>Reader's Theatre</i>.</p> <p>(b) introduces fluency practice after students read words in passages correctly.</p> <p>(c) selects a story (at times several with the same theme and at different readability levels) for the students to read through guided reading. The teacher first selects unfamiliar words tailored to the needs of the students. Before reading of the text, the teacher initially introduces and often guides the students through the text. During and after reading the text, the teacher encourages discussion and questioning of the text. After discussions have taken place, the teacher may expand comprehension through a writing activity about the text.</p> <p>(d) provides time for independent reading.</p> <p>5. (a) uses <i>choral reading</i>. Copy a short story or poem onto a poster or large sheet of paper or project with the overhead. Have the students read the text repeatedly over several days. Once students can read with few errors, invite older students or adults to witness the success.</p> <p>(b) models a think aloud on what strategy is chosen and explains why this strategy is being used.</p>
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(c) uses analogy to get from known word to new word.

(d) uses meaning guided by syntax and visual information to read informational text.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

<p>3. identifies <i>synonyms</i> and <i>antonyms</i> to determine the meaning of words.</p> <p>4. determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i>, contractions, inflectional endings).</p>	<p>words (context clues) during the modeling.</p> <p>(e) uses leveled text with familiar content and high-utility vocabulary to establish meaning a clue source in reading.</p> <p>3. (a) builds <i>word walls</i> containing <i>synonyms</i> and <i>antonyms</i> and discusses the meaning of the new words.</p> <p>(b) assists students to construct (over a long period of time) an individual thesaurus.</p> <p>(c) will give groups of students cards on which several <i>synonyms</i> are written. The teacher will ask the students to pair them together like the game Concentration. The same could be done with <i>antonyms</i>.</p> <p>4. (a) will use the <i>word wall</i> to demonstrate which of these words are nouns or contractions and which words have inflectional endings.</p> <p>(b) tells the students they are going to hear some words in a very strange way. The teacher starts by segmenting compound words, pausing for a second between syllables for a few seconds.</p> <p>(c) tells students that they are going to hear some harder words now. The teacher uses words that are not compound words. The teacher tells students they have to be sound detectives and very good listeners to figure out these words. Students are then asked to pretend that their arms are popcorn and they will need to put one arm out to the side and say "pop". Leaving the first arm up, extend the other arm and say "corn". Students are directed to put both arms together and say the new word "popcorn".</p> <p>(d) chooses an unfamiliar word of the week. While introducing the unfamiliar word, the teacher has the students pantomime, draw pictures or play word detective with the word. Motivate students to use the word regularly by using the unfamiliar word throughout the day in conversation or writings.</p> <p>(e) asks students to look for a familiar apart of the word (familiar chunk, known word within a word) in order to get through text</p>
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structure of an unfamiliar word.

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Teacher Notes:

<p>4. responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to or reading the text.</p> <p>5. uses picture clues, text, and prior knowledge to make inferences and draw conclusions.</p> <p>6. develops awareness of text structure (e.g., <i>sequence, problem-solution, comparison-contrast</i>).</p> <p>7. ▲ sequences events according to basic story structure of beginning, middle, and end.</p>	<p>4. (a) assigns student <i>dyads</i>, where students ask each other questions about the story.</p> <p>(b) designs instruction to teach children to answer "who", "what", "when", "where", and "how" questions.</p> <p>(c) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>5. (a) show pictures before reading, ask students to share what is happening and why they believe that.</p> <p>(b) has the student organize sentence strips, word, or pictures depicting the main events after listening to or reading <i>narrative text</i>.</p> <p>(c) uses books that show strong emotions but do not state the emotion. Ask students what the <i>characters</i> are possibly feeling.</p> <p>(d) asks students to make text-to-self, text-to-text, or text-to-world connections.</p> <p>6. (a) has students act out important events in stories.</p> <p>(b) provides a <i>graphic organizer</i> (e.g., Venn Diagram).</p> <p>(c) provides a literary element chart that includes at least <i>setting</i> and main <i>character</i>.</p> <p>(d) models retelling, using the <i>setting, characters</i>, and important events as the recall anchors.</p> <p>7. (a) models <i>DRTA (Directed Reading Thinking Activity)</i>.</p> <p>(b) uses elements of story grammar as a structure for recalling and retelling the story in logical/sequential order.</p> <p>(c) has students discuss the elements orally and make comparisons</p>
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<p>8. compares and contrasts information (e.g., <i>topics</i>, <i>characters</i>) between texts.</p> <p>9. ▲ <i>retells</i> or role plays important events and <i>main ideas</i> from <i>narrative</i> and <i>expository</i> texts.</p> <p>10. identifies the <i>topic</i> and <i>main idea</i> in appropriate-level texts.</p>	<p>with other stories.</p> <p>(d) uses graphs, charts, or signs to organize information.</p> <p>8. (a) assists the students in creating a timeline.</p> <p>(b) introduces text in which the components of text are explicit (beginning, middle, and end being obvious).</p> <p>(c) has the students discuss the elements orally and make comparisons with other stories.</p> <p>9. (a) for <i>narrative text</i>, divide the class into small groups in order to create a play that retells the story, for <i>expository text</i>, act out the <i>main idea</i>.</p> <p>(b) models retelling with the students by drawing pictures of the organized ideas from a story, thus, to promote students to create an imaged gestalt (visualization). Encourages students to visualize while reading.</p> <p>(c) models the concept of retelling the story by <i>using</i> puppets to retell story.</p> <p>10. (a) divides the class to identify the <i>topic</i> of a story read out loud and discuss <i>main idea</i>. This should happen on a regular basis.</p> <p>(b) reads a story and prompts the students with the "wrong" information concerning the <i>topic</i> and <i>main idea</i>. Then the teacher asks the students to give the "correct" information.</p> <p>(c) models how to identify <i>topic/main idea</i>.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

FIRST GRADE

Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies and discusses <i>character(s)</i> in literature. 2. identifies and describes <i>setting</i>. 3. follows events in a <i>plot</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) gains the assistance of the art and/or music teacher(s) to assist in creating a puppet show emphasizing the <i>characters</i> and <i>setting</i> of a story. (b) models story mapping. 2. (a) has students draw the <i>setting</i>. They should show the picture as they describe the <i>setting</i> to the class. (b) models story mapping. 3. (a) teaches students to generate questions for a peer about a story that is read to them. (b) allows for class discussion regarding problem and solution. (c) reads aloud a variety of genres to the class. (d) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author’s ideas and how they relate to their own ideas. (e) models story mapping. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

Teacher Notes:

Standard 2: Literature

FIRST GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) reads poems and nursery rhymes to the students.(b) enlists the assistance of the school librarian in locating read-aloud materials from a variety of cultures.(c) models personal experiences with other cultures.(d) models text-to-self, text-to-text, or text-to-world connections. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	